

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: J. P. TARAVELLA HIGH SCHOOL

District Name: Broward

Principal: Shawn Cerra

SAC Chair: Derek Gordon

Superintendent: Robert Runcie

Date of School Board Approval: 12/4/2012

Last Modified on: 10/24/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Shawn Cerra	Bachelors in Social Sciences, Masters in Ed. Leadership/ Social Science (grades 6 - 12),	10	15	<p>2011-2012 School Grade (Pending), High Standards in Reading 54% Math 65% Writing 90% Learning gains in reading 57%, Math 61% Percentage of the Lowest 25% making adequate progress in Reading 58% Math 50%</p> <p>2010-2011 School Grade B, High Standards in Reading 49% Math 82% Writing 85% Science 41% AYP 74% Percentage of the Lowest 25% making adequate progress in Reading 43% Math 59%</p> <p>2009-2010 School Grade B, High Standards in Reading 55% Math 83% Writing 89% Science 40% AYP 69% Percentage of the Lowest 25% making adequate progress in Reading 48% Math 69%</p> <p>2008-2009 School Grade B, High Standards in Reading 51% Math 82%</p>

		Educational Leadership (all Levels)			<p>Writing 89% Science 40%, Learning Gains Reading 54% Math 75%, AYP 77% Percentage of the Lowest 25% making adequate progress in Reading 54% Math 69%</p> <p>2007-2008 School Grade A, High Standards in Reading 52% Math 80% Writing 91% Science 43%, Learning Gains Reading 57% Math 77%, AYP 79% Percentage of the Lowest 25% making adequate progress in Reading 50% Math 67%</p> <p>2006-2007 School Grade C, High Standards in Reading 50% Math 79% Writing 90% Science 45%, Learning Gains Reading 53% Math 76%, AYP 72% Percentage of the Lowest 25% making adequate progress in Reading 45% Math 62%</p>
Assis Principal	Karl Weaver	Bachelors of Arts in Business, Masters in Ed. Leadership/ Bookkeeping (grades 7-12), Educational Leadership (all Levels)	7	11	<p>2011-2012 School Grade (Pending), High Standards in Math 65% Making gains in Math 61% Percentage of the Lowest 25% making adequate progress in Math 50%</p> <p>2010-2011 School Grade B, High Standards in Math 82% Science 41% AYP 74% Percentage of the Lowest 25% making adequate progress in Math 59%</p> <p>2009-2010 School Grade B, Standards in Math 83% Science 40% AYP 69% Percentage of the Lowest 25% making adequate progress in Math 69%</p> <p>2008-2009 School Grade B, High Standards in Math 82%, Science 40% Learning Gains in Math 75% AYP 77% Percentage of the Lowest 25% making adequate progress in Math 69%</p> <p>2007-2008 School Grade A, High Standards in Math 80% and Science 43% Learning Gains Math 77% AYP 79% Percentage of the Lowest 25% making adequate progress in Math 67%</p> <p>2006-2007 School Grade C, High Standards in Math 79% Writing 90% Science 45%, Learning Gains in Math 76% AYP 72% Percentage of the Lowest 25% making adequate progress in Math 62%</p>
Assis Principal	Parinaz Bristol	Bachelors of Arts in English, Masters in Ed. Leadership/ English (grades 6-12), English For Speakers Of Other Languages (esol) Endorsemen, Educational Leadership, (all Levels)	11	2	<p>2011-2012 School Grade (Pending), High Standards in Reading 54% Writing 90% Making gains in reading 57% Percentage of the Lowest 25% making adequate progress in Reading 58%</p> <p>2010-2011 School Grade B, High Standards in Reading 49% Writing 85% Percentage of the Lowest 25% making adequate progress in Reading 43%</p>
Assis Principal	Kay Lang	Bachelors of Arts in Business Administration Masters in Varying Exceptionalities / Reading, Varying Exceptionalities, Educational leadership	1	5	<p>2011-2012 School Grade (Pending), High Standards in Reading 54% Making gains in reading 57% Percentage of the Lowest 25% making adequate progress in Reading 58%</p> <p>2010-2011 School Grade B, High Standards in Reading 69% Writing 91% Science 71% Making Learning Gains in Reading 56% AYP 87% Percentage of the Lowest 25% making adequate progress in Reading 39%</p> <p>2009-2010 School Grade A, High Standards in Reading 75% Writing 95% Science 74% Making Learning Gains in Reading 64% AYP 95% Percentage of the Lowest 25% making adequate progress in Reading 58%</p> <p>2008-2009 School Grade A, High Standards in Reading 76%, Writing 95% Science 65%, Learning Gains Reading 62%, AYP 100% Percentage of the Lowest 25% making adequate progress in Reading 54%</p> <p>2007-2008 School Grade A, High Standards</p>

					in Reading 80% Writing 97% Science 62%, Learning Gains Reading 72%, AYP 100% Percentage of the Lowest 25% making adequate progress in Reading 71%
Assis Principal	Debra Johnson	Bachelors of Arts in English, Masters in Ed. Leadership English (6–12), ESOL Endorsed, Educational Leadership (all Levels), School Principal	11		<p>2011-2012 School Grade (Pending), High Standards Reading 48%, Math 52%, Writing:83% Learning Gains Reading 61%, Math 60% Lowest 25% Reading 61%, Math 66%</p> <p>2010-2011 Grade: B High Standards Reading 47%, Math 76%, Science: 43%, Writing: 81% Learning Gains Reading 52%, Math 69% Lowest 25% Reading 42%, Math 58% AYP: criteria met. NO White, Black, Hispanic, Econ Disad. and SWD did not meet AYP in reading: Black, Hispanic, Econ Disad. and SWD did not meet AYP in math.</p> <p>2009-2010: Grade: A High Standards Reading 47%, Math 77%, Science 47%, Writing 87% Learning Gains Reading 51%, Math 78% Lowest 25% Reading 45%, Math 72% AYP: 85% criteria met. White, Black, Econ Disad. and SWD did not meet AYP in reading: SWD did not meet AYP in math.</p> <p>2008-2009 Grade: D High Standards Reading 42%, Math 73%, Science 35%, Writing: 86% Learning Gains Reading 50%, Math 77% Lowest 25% Reading 44%, Math 66% AYP: 67% criteria met- White, Black, Hispanic, ED, ELL, and SWD did not make AYP in Reading; Black, ED, ELL, and SWD did not make AYP in Math</p> <p>2007-2008: Assistant Principal – Stranahan High School Grade: D High Standards Reading 38%, Math 66%, Science 35%, Writing 88% Learning Gains Reading 47%, Math 72% Lowest 25% Reading 43%, Math 65% AYP: 69% criteria met- Total, Black, Hispanic and ED did not meet AYP in Reading; Total, Black, Hispanic and ED did not make AYP in Math</p>

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Catherine Gonzalez	Bachelors in Elementary Ed., Masters in Ed Leadership. Certification in Elementary Ed, ESOL, and Reading.	1	11	<p>2011-2012 School Grade (Pending), High Standards in Reading 54% Making gains in reading 57% Percentage of the Lowest 25% making adequate progress in Reading 58%</p> <p>2010-2011 School Grade B, High Standards in Reading 49% Percentage of the Lowest 25% making adequate progress in Reading 43%</p> <p>2009-2010 School Grade A, High Standards in Reading 68% Learning Gains Reading 59%, AYP 69% Percentage of the Lowest 25% making adequate progress in Reading 61%</p> <p>2008-2009 School Grade A, High Standards in Reading 75%, Learning Gains Reading 67%, AYP 77% Percentage of the Lowest 25% making adequate progress in Reading 62%</p>

					2007-2008 School Grade A, High Standards in Reading 73%, Writing 87%, Learning Gains Reading 65%, AYP 54% 2006-2007 School Grade B, High Standards in Reading 76% Writing 86%, Learning Gains Reading 68%, AYP 43%
Math	Barbara Ledbetter	Bachelors in Elementary Education Mathematics, Certification in Middle Grades Mathematics, ESOL, and Secondary Mathematics	10	6	2011-2012 School Grade (Pending), High Standards in Math 65% Making gains in Math 61% Percentage of the Lowest 25% making adequate progress in Math 50% 2010-2011 School Grade B, High Standards in Math 82% Learning Gains in Math 69% Percentage of the Lowest % making adequate progress in Math 59% 2009-2010 School Grade B, FCAT 9th grade scoring level 3 or above 82% 10th grade scoring level 3 or above 77% Percentage of the Lowest 25% making adequate progress in Math 69% 2008-2009 School Grade B FCAT 9th grade scoring level 3 or above 76% 10th grade scoring level 3 or above 80% Percentage of the Lowest 25% making adequate progress in Math 69% 2007-2008 School Grade A FCAT 9th grade scoring level 3 or above 75% 10th grade scoring level 3 or above 80% Percentage of the Lowest 25% making adequate progress in Math 67%

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Regular meetings with teachers	Assistant Principal	Ongoing quarterly	
2	Teacher Appreciation Week which recognizes all the teachers for their work and efforts over the entire year	Barbara Ledbetter	March 2013	
3	Professional Staff Developments and Professional Learning Communities	PLC leaders and Coaches	Ongoing quarterly	
4	Sunshine Club organizes events to help maintain a positive staff morale	Donna Demarco	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
144	4.2%(6)	14.6%(21)	35.4%(51)	45.8%(66)	43.1%(62)	100.0% (144)	7.6%(11)	10.4%(15)	19.4%(28)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Brian O'Donnel	Cristina Cunningham	NESS Program	Mentor will meet with mentee three times a week as a support contact for the mentee in addition to the NESS meetings. The mentor will also guide the mentee on how to communicate with parents, discipline issues, classroom management ideas, conquering different preps as a new teacher, and ideas on how to motivate the unmotivated student.
Wendy Moskowitz	Wendy Fasciana	NESS Program	Mentor will meet with mentee three times a week as a support contact for the mentee in addition to the NESS meetings. The mentor will also guide the mentee on how to communicate with parents, discipline issues, classroom management ideas, conquering different preps as a new teacher, and ideas on how to motivate the unmotivated student.
Susan Michalak	Dustin Garvin	NESS Program	Mentor will meet with mentee three times a week as a support contact for the mentee in addition to the NESS meetings. The mentor will also guide the mentee on how to communicate with parents, discipline issues, classroom management ideas, conquering different preps as a new teacher, and ideas on how to motivate the unmotivated student.
Jason Tekula	Jen Letezia	NESS Program	Mentor will meet with mentee three times a week as a support contact for the mentee in addition to the NESS meetings. The mentor will also guide the mentee on how to communicate with parents, discipline issues, classroom management ideas, conquering different preps as a new teacher, and ideas on how to motivate the unmotivated student.
Laurie Acosta	Angie Pointer	NESS Program	Mentor will meet with mentee three times a week as a support contact for the mentee in addition to the NESS meetings. The mentor will also guide the mentee on how to communicate with parents, discipline issues, classroom management ideas, conquering different preps as a new teacher, and ideas on

			how to motivate the unmotivated student.
Jeanine Musumechi	Jon Price	NESS Program	Mentor will meet with mentee three times a week as a support contact for the mentee in addition to the NESS meetings. The mentor will also guide the mentee on how to communicate with parents, discipline issues, classroom management ideas, conquering different preps as a new teacher, and ideas on how to motivate the unmotivated student.
Derek Gordon	Madison Rabun	NESS Program	Mentor will meet with mentee three times a week as a support contact for the mentee in addition to the NESS meetings. The mentor will also guide the mentee on how to communicate with parents, discipline issues, classroom management ideas, conquering different preps as a new teacher, and ideas on how to motivate the unmotivated student.
Carol Bachman	Kathleen Sklarew	NESS Program	Mentor will meet with mentee three times a week as a support contact for the mentee in addition to the NESS meetings. The mentor will also guide the mentee on how to communicate with parents, discipline issues, classroom management ideas, conquering different preps as a new teacher, and ideas on how to motivate the unmotivated student.
Barbara Ledbetter	Faith Spencer	NESS Program	Mentor will meet with mentee three times a week as a support contact for the mentee in addition to the NESS meetings. The mentor will also guide the mentee on how to communicate with parents, discipline issues, classroom management ideas, conquering different preps as a new teacher, and ideas on how to motivate the unmotivated student.
Amy Williams	Erin Stuller	NESS Program	Mentor will meet with mentee three times a week as a support contact for the mentee in addition to the NESS meetings. The mentor will also guide the mentee on how to communicate with parents, discipline issues, classroom management ideas, conquering different preps as a new teacher, and ideas on how to motivate the unmotivated student.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition

programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Parinaz Bristol (Asst. Principal), Michele Stein (Educational Specialist), Marta Barreras (Guidance), Jennifer Klein (School Psychologist), Catherine Gonzalez(Reading Coach), Barbara Ledbetter (Math Coach), Lisa McGarry (School Social Worker), Mabel Thackery (Family Counselor), Shronda Service (ESE Specialist)

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work

with other school teams to organize/coordinate MTSS efforts?

The school based RtI team meets biweekly with each meeting focusing on problem-solving collaboration through analysis of data collection, progress monitoring, and responses to interventions. The RtI team then aligns with the Child Study Team, Academic Coaches, and the Core Team to coordinate pertinent interventions both academically and/or behaviorally for students that are referred by parents, teachers, administrators, and guidance counselors. Marta Barrass serves as the organizer for the student data folders and communication with teachers. Jennifer Klien and Shrona Service lead the team with analysis of data for the decision making at Tier 1, Tier 2 and Tier 3. Barbara Ledbetter leads the instructional coaches in providing the assistance to all general education teachers with data chats and the interventions indicated for Tier 2 and Tier 3 students.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI team will work collaboratively with the instructional coaches in the development and ongoing implementation of the School Improvement Plan. Using the Problem-solving process to assist in the development and implementation of the SIP, the RtI team initially identifies problems in measurable terms comparing data from expected student level of performance and then peer level of performance. After assessing the data, the RtI team then moves to problem analysis identifying the problems and analyzing why the problems are happening either due to skill deficit, production deficit, or behavior deficit. Then from this analysis, the RtI team designs and implements interventions through the school improvement plan. Finally, the RtI team reviews and analyzes the data making further instructional/intervention decisions and recommended changes to the school improvement if needed.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The data sources used by the RtI team for Tier 1 includes school-wide discipline, school-wide curriculum, Broward Assessment Test (BAT) for reading, mathematics, science and writing, and Florida Comprehensive Assessment Test (FCAT) for reading, mathematics, science and writing, and the FAIR assessment data. Tier 2 data sources include academic and behavioral observations, intervention data, gap analysis of academics and behavioral data, and academic and/or behavior concerns. Tier 3 data sources include FBA's, and individual progress monitoring data for academics and behavior. The data management systems used in the collection and access to data includes the school based data system called Trekker, Pinnacle, Broward County's Data Warehouse, and RtI data graphs for intervention data.

Describe the plan to train staff on MTSS.

Through Professional Developments, Professional Learning Communities, and direct individual support by Coaches or Administrators, the RtI team will continuously be training and working with the staff on instructional/behavioral interventions using problem-solving approaches when responding and implementing interventions needed. Within the Professional Learning Communities, the staff will learn to recognize the different needs of students based in the three Tier Model and how to implement the proper strategies for interventions at each Tier.

Describe the plan to support MTSS.

We will provide support and training through assessment data collection and needs based on needs assessment data. Providing ongoing training to school staff as the RtI team is trained.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Shawn Cerra (Principal), Kay Lang (Assistant Principal), Parinaz Bristol (Asst. Principal), Catherine Gonzalez (Reading Coach), Barbara Ledbetter (Math Coach/Classroom Teacher), Suzanne Tresser (Science Coach/Gifted Coordinator/Classroom Teacher), Amy Oppy (Reading Department Chair/Classroom Teacher) Isha Reyes (ELL Coordinator), Karen Cook (Language Arts Department Chair/Classroom Teacher), Brian O'Donnell (Social Studies Department Chair/Classroom Teacher), Tami James (ESE support teacher), and Janine Musumeci (Language Arts Teacher)

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The school-based LLT will work with the SAC in the development of literacy initiatives. The team will develop a whole-school approach to ensure that all staff members understand the purpose of the initiatives and supports the school's reading and writing goals. With collaboration from the staff, the LLT will meet bi-monthly to focus on literacy initiatives, programs, data, and literacy concerns throughout the school curriculum areas. The LLT will set agendas for the meetings based on staff input and school-wide data. The team will share the minutes from the team meetings to all staff members to review and provide feedback.

What will be the major initiatives of the LLT this year?

The initiatives of the LLT this year will be implemented school-wide across all curriculums and will be supported by department chairs, instructional coaches, and Professional Learning Communities. The School wide literacy plan will continue to use Cornell Notes to develop students' writing, higher order thinking skills, comprehension, study skills, and vocabulary. This year the team will concentrate on improving the students' summarization skills in order to prepare for the PARCC assessment.

The LLT will also initiate a program called Reading, Analyzing, and Paraphrasing (RAP) designed to bring back Silent Sustained Reading while adding a summarizing component.

Another initiative of the LLT team will continue is to have the Social Studies and Language Arts teachers at each grade level working together to help students develop the reading, research, and writing skills needed for academic research papers. Through the use of Professional Learning Communities, teachers will collaborate and demonstrate the best scientifically based instructional practices needed to support reading and writing instruction. The LLT will assist each PLC with the development of common assessments, using data to analyze the effectiveness of instruction, and having PLC's use results as a way to reflect on needed adjustments to instruction and interventions.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Through the use of Professional Learning Communities, teachers will be given instructional reading strategies to incorporate into their content area supporting the reading needs of their students. All content area teachers will be required to access student reading data for all classes identifying the strength and weakness of their entire class and then individual students. Implementation of instructional reading strategies will be monitored by each department chair and instructional coaches through direct in class support, data chats, and monthly department meetings.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

J.P.Taravella challenges students to investigate career options through stimulating and rigorous academy classes and tracks, while also exploring the possibilities of technology in and beyond the curriculum. The Culinary, Fashion, DECA, IT, Health Science, Business, Graphic Design, Drafting, and Engineering programs provide hands on classroom experiences and direct apprenticeships with our local community, illustrating the connection of the students' academic experiences with their future career goals. The Culinary Arts program allows students to earn college credit with JWU and Culinary Institute of Art. The Multimedia Design Technology program allows students to take the Industry Certification tests in Adobe applications that will give students credit towards a technical trade. Students in the Drafting program are prepared to test for the American Design Drafting Association Mechanical Drafting credential. These are some of the industry standard qualifications that our students are given the opportunity to earn before entering the job market.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

J.P. Taravella begins the process of academic and career planning with direct collaboration between the student and their Guidance Counselor at each grade level throughout the school year. The academic and career planning sessions with the student's Guidance Counselor is designed for the student to gain the knowledge needed in the pursuit towards their destination into a postsecondary setting. By providing personal and meaningful guidance from teachers and the Guidance Counselor, the students of J.P. Taravella determine short and long-term goals for their academics while aligning these goals with their career choice for their future. Students utilize the e-PEP (electronic Personal Education Planner) and virtual counselor to plan and monitor their progress with their academic and career planning. Students are given the numerous opportunities to attend field trips to local businesses, Trade Shows, Career Fairs and Guest Speakers aligning to their interested career path.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

As students prepare for the transition to a post-secondary setting, J.P. Taravella helps prepare and improve the student's readiness in a number of different ways. J.P. Taravella offers the SAT, ACT, PSAT, ASVAB and the Florida College Entry-Level Placement Test (CPT). In order to ensure all students are able to take the SAT/ACT, J.P. Taravella helps disadvantaged students obtain SAT/ACT fee waivers. To help improve student readiness for their post-secondary setting, all students are placed in the most rigorous curriculum using the County course progression charts. Students' are provided with a host of Advance Placement coursework to choose from and Dual Enrollment opportunities to pursue while attending J.P. Taravella. The BRACE adviser works with the guidance counselors to provide students with information on scholarships, financial aid and understanding the college application process. The BRACE adviser also provides information on Technical Schools located locally and within the State, military options, and direct workforce entry options for students. In addition to the College and Universities visits to the school, each year the BRACE adviser takes students on a tour to the different Universities within the State system. Through the Guidance Department and faculty of J.P. Taravella, students are encouraged to sign up and attend college fairs held throughout the year. Parents are notified of this information directly from the school through direct parent contact, parent-link and/or the school's website. Taravella has parent nights for the Junior parents to prepare them for the child's Senior year and Senior Financial Aid Night to help parents understand the process of financial aid.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In 2012-2013, J.P. Taravella's goal is to increase the percentage of students achieving proficiency in reading by 4 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54%(772)	58% (829)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's understanding of academic vocabulary	<p>J. P. Taravella will implement a new "Word of the Day" program. Teachers will present a new word part each week to the students. Teachers will define the meaning of the word part at the beginning of the week and review it daily while introducing a new word of the day. Teachers will define the word of the day and use it in a sentence. First period teachers will have the students write the word part, word part meaning, words of the day, word definitions, and sentences in their academic notebooks. Teachers in periods 2 through 7 will reinforce the word of the day by reviewing the definition and relating it to their own curriculum.</p> <p>Teachers will continue to review reading data to plan explicit instruction with the use of CRISS/McRel strategies increasing contextual meanings and connections to prior knowledge.</p> <p>Teachers will continue to instruct students in the methods used in</p>	Kay Lang Assistant Principal, Catherine Gonzalez Reading Coach, Amy Oppy Reading Department Chair	Collection of student academic notebook samples, weekly Classroom Walk-Throughs focused on use of word walls and common board configurations reflecting IFC and Word of the Day, minutes from PLC meetings, other student work samples. Feedback will be provided to teachers within 24 hours of observations.	BAT, FCAT, EOCs, District Mini-Bat Assessments, AP Exams, Teacher generated assessments

		<p>Cornell Notes to develop new vocabulary.</p> <p>Teachers will continue to use interactive word walls in all classrooms.</p>			
2	Teachers not using research based reading strategies with fidelity	<p>All teachers will review FCAT reading scores for each class and student per cluster and plan lessons using explicit and systematic instruction of the reading process across all content areas. Through PLC's, teachers will learn the elements of effective reading strategies to be used in their content area based on the school's instructional focus calendar.</p>	<p>Kay Lang Assistant Principal, Catherine Gonzalez Reading Coach, Amy Oppy Reading Department Chair</p>	<p>Lesson Plans, Classroom Weekly Walk-Throughs focused on fidelity to IFC will provide feedback to teachers within 24 hours, Student work samples, Teacher assessments, Student/Teacher/Administrator data chats, Professional Learning Communities minutes/notes</p>	<p>BAT, FCAT, FAIR, DAR/FORF, District Mini-Bat assessments, Teacher assessments</p>
3	Students not transferring strategies taught in reading classes to other curriculum	<p>With the use of explicit and systematic instruction, teachers will use visual and auditory models of the reading strategies. Students will then practice the strategies in small groups, pairs, or individually. Content based teachers will reinforce strategies based on Instructional Focus Calendar. Teachers will develop inclusion methods and discuss effectiveness in PLCs.</p>	<p>Kay Lang Assistant Principal, Catherine Gonzalez Reading Coach, Amy Oppy Reading Department Chair</p>	<p>Lesson Plans, Weekly Classroom Walk-Throughs focused on fidelity to IFC will provide feedback to teachers within 24 hours, Student work samples, Student/Teacher/Administrator data chats, Professional Learning Communities minutes/notes</p>	<p>BAT, FCAT, FAIR, DAR/FORF, District Mini-Bat assessments, Teacher assessments</p>
4	Teachers understanding of how to incorporate reading standards into content area curriculum.	<p>Teachers will receive training in Next Generations Sunshine State Standards, Common Core, Unwrapping the Benchmarks, Power Benchmarks, and Incorporating reading strategies within content areas. Teachers will meet in their Professional Learning Communities for collaborative planning on implementation of the training through the use of the Instructional Focus Calendar.</p>	<p>Kay Lang Assistant Principal, Catherine Gonzalez Reading Coach, Amy Oppy Reading Department Chair</p>	<p>Lesson Plans, Weekly Classroom Walk-Throughs focused on fidelity to IFC will provide feedback to teachers within 24 hours, Student work samples, Student/Teacher/Administrator data chats, School-wide Professional Learning Communities minutes/notes</p>	<p>Chapter tests, Teacher generated assessments</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:</p>	<p>J. P. Taravella will increase the percentage of Students scoring at Levels 4, 5, and 6 on the FAA in reading by 17 percentage points.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>33% (4)</p>	<p>50% (6)</p>

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's cognitive limitations, which can affect: fluency, phonemic awareness, and reading comprehension.	Research based reading programs emphasizing phonemic awareness, comprehension, and fluency.	Kay Lang Assistant Principal, Shrona Service ESE Specialist, Catherine Gonzalez Reading Coach, ESE case manager	Progress monitoring on IEP goals. FAA	Progress reports quarterly IEP goal data documentation FAA classroom grades
2	The language processing skills processed by individual students.	Systematic data taken by teachers and paraprofessionals pertaining to student's IEP's. Teachers will attend PLC's focused on increasing the rigor of reading comprehension.	Kay Lang Assistant Principal, Shrona Service ESE Specialist, Catherine Gonzalez Reading Coach, ESE case manager	Progress monitoring on IEP goals. FAA	Progress reports, quarterly IEP goal data, classroom grades,

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	J.P. Taravella's goal is to continue to prepare our students for the academic rigor of college level courses. In order to continue the success our students have experienced in their post-secondary settings, students will be provided with the skills to increase the percentage scoring at Levels 4 and 5 to 31% in 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (400)	31% (439)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Loss of planning period will limit common planning time for teachers to share strategies.	All advanced placement teachers will have rooms in a common area of the school to encourage informal collegial conversations. Portions of Taravella's new Professional Study Days will be dedicated to Professional Learning Committee initiatives.	Administrative staff, PLC leaders.	PLC minutes.	AP exams, FCAT, and EOCs.
2	Teacher using CRISS/McRel strategies with fidelity	Through PLC's, Advanced Placement and core curriculum teachers will develop and plan to use CRISS/McRel strategies in core classroom instruction focusing on organizing information, discussion, writing, cooperative learning, and metacognition of the instructional material. Teachers will use collaborative group	Kay Lang Assistant Principal, Catherine Gonzalez Reading Coach, Amy Oppy Reading Department Chair	Weekly Classroom Walk-Throughs focused on fidelity to CRISS/McRel strategies will provide feedback to teachers within 24 hours, student work samples, writing prompts, minutes from PLC meetings.	BAT, FCAT, AP Exams, Teacher generated assessments

		projects and provide learning opportunities involving critical thinking for students to demonstrate higher order reading skills.			
3	Students having difficulty generating and answering higher order questions	Teachers will continue to require students to use Cornell Notes. Strategies will be taught to summarize ideas and develop high order questions to guide reflection and learning. Through direct instruction and small group instruction, Teachers will provide daily opportunities for students to recognize, generate, and experience higher order thinking questions.	Kay Lang Assistant Principal, Catherine Gonzalez Reading Coach, Amy Oppy Reading Department Chair	Informal teacher assessments of progress, student work samples, minutes from PLC meetings	AP exams, in class discussions, teacher generated assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	J. P. Taravella will increase the percentage of students scoring at or above Level 7 on the FAA in reading by 17 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (4)	50% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's cognitive limitations, which can affect: fluency, phonemic awareness, and reading comprehension.	Research based reading programs emphasizing phonemic awareness, comprehension, and fluency.	Kay Lang Assistant Principal, Shrona Service ESE Specialist, Catherine Gonzalez Reading Coach, ESE case manager	Progress monitoring on IEP goals. FAA	Progress reports, quarterly IEP goal data, classroom grades, FAA
2	The language processing skills processed by individual students.	Systematic data taken by teachers and paraprofessionals pertaining to student's IEP's. Teachers will attend PLC's focused on increasing the rigor of reading comprehension.	Kay Lang Assistant Principal, Shrona Service ESE Specialist, Catherine Gonzalez Reading Coach, ESE case manager	Progress monitoring on IEP goals. FAA	Progress reports, quarterly IEP goal data, classroom grades, FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In 2012-2013 J.P. Taravella's goal is to increase the percentage of students making learning gains in reading to 61%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (782)	61% (826)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not using strategies taught in reading classes for informational text and research process in other subject areas.	<p>All Teachers will review reading data and plan explicit instruction with the use of CRISS/McRel strategies for understanding informational text.</p> <p>A school-wide instructional focus calendar will be followed.</p> <p>Teachers will instruct students on how to use Cornell notes to identify and summarize important concepts, interpret information from graphics, and define new vocabulary in texts.</p> <p>Teachers will use small groups, partners, and individualized activities for students to demonstrate how strategies for informational text and the research process can be applied in all curricula.</p> <p>Reading teachers will meet each week and focus on best practices and fidelity of teaching strategies</p>	Kay Lang Assistant Principal, Catherine Gonzalez Reading Coach, Amy Oppy Reading Department Chair	Review of Student work samples, Weekly Classroom Walk-Throughs focused on fidelity to IFC & use of CRISS/McRel strategies will provide feedback to teachers within 24 hours, RtI Data, notes from reading teacher meetings.	BAT, FCAT, FAIR, District Mini-Bat Assessments, Edge Reading Assessments, teacher generated assessments
2	Students have difficulty with academic vocabulary and reading comprehension	J. P. Taravella will initiate a Reading, Analyzing, and Paraphrasing (RAP) program. Every PSD day during all periods students will read for 15 minutes and then write about what they read for 5 minutes. Students will be encouraged to bring resources that they enjoy reading. Summaries will be created in their academic notebooks. Students will be encouraged to participate through an incentive program.	Kay Lang Assistant Principal, Catherine Gonzalez Reading Coach, Amy Oppy Reading Department Chair, PLC leaders	Review of student work samples, Classroom Walk-Throughs, minutes from PLC meetings, results from teacher nominations for incentives.	BAT, FCAT, FAIR, Edge Reading Assessments, District Mini-Bat Assessments, teacher generated assessments
	Student attendance and participation in tutoring	Instructional Coaches will directly work with	Kay Lang Assistant	Analysis of attendance data from tutoring Session logs,	Tutorial Session logs, chapter

3	sessions	<p>students providing supplemental instruction based on the student's need in reading.</p> <p>Teachers, Administration, and Instructional Coaches will provide incentives for student attendance and participation with after-school tutoring, Saturday tutoring, and FCAT camps. Students will be paired with a mentoring teacher of their choice.</p> <p>J.P. Taravella will work with Coral Glades High School to increase the after school and Saturday camp opportunities offered.</p> <p>Advertising of tutoring sessions will increase using ParentLink, JPTV, website, individual calls home, and in classroom posters, to provide awareness of opportunities.</p> <p>The FLHS will provide volunteers to work with ELL students and provide support to NHS, Key Club, and Mu Alpha Theta tutors.</p>	Principal, Catherine Gonzalez Reading Coach, Amy Oppy Reading Department Chair, Derek Gordon After-School Tutoring Coordinator	mentor logs, student attendance records, student/teacher/administrator data chats	tests, teacher generated assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p> <p>Reading Goal #3b:</p>	<p>J. P. Taravella will increase the percentage of Students making learning gains in reading on the FAA by 17 percentage points.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>56% (6)</p>	<p>82% (9)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's cognitive limitations, which can affect: fluency, phonemic awareness, and reading comprehension.	Research based reading programs emphasizing phonemic awareness, comprehension, and fluency.	Kay Lang Assistant Principal, Shrona Service ESE Specialist, Catherine Gonzalez Reading Coach, ESE case manager	Progress monitoring on IEP goals. FAA	Progress reports, quarterly IEP goal data, classroom grades, FAA
	The language processing skills processed by individual students.	Systematic data taken by teachers and paraprofessionals	Kay Lang Assistant Principal, Shrona Service	Progress monitoring on IEP goals. FAA	Progress reports, quarterly IEP goal data, classroom

2	<p>pertaining to student's IEP's.</p> <p>Teachers will attend PLC's focused on increasing the rigor of reading comprehension.</p>	<p>ESE Specialist, Catherine Gonzalez Reading Coach, ESE case manager</p>	<p>grades, FAA</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p> <p>Reading Goal #4:</p>	<p>The goal of J.P. Taravella is to increase the percentage of students in the lowest 25% making learning gains in reading by 3 percentage points for 2013.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>60% (209)</p>	<p>63% (221)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Student reading comprehension of complex text</p>	<p>Students will be encouraged to read more and enjoy reading through the new Reading, Analyzing, and Paraphrasing (RAP) program. Every PSD day during all periods students will read for 15 minutes and then write about what they read for 5 minutes. Students will be encouraged to bring resources that they enjoy reading. Summaries will be created in their academic notebooks. Students will be encouraged to participate through an incentive program.</p> <p>Through PLC's, teachers will develop and plan to use explicit instruction using CRISS/McREL strategies in core content classes. Teachers will use informational and literary text with a text complexity matching the FCAT 2.0 reading passages.</p> <p>Cornell note taking in all classes to help students understand text concepts.</p>	<p>Kay Lang Assistant Principal, Catherine Gonzalez Reading Coach, Amy Oppy Reading Department Chair</p>	<p>Collection of academic notebooks with RAP summaries, Weekly Classroom Walk-Throughs focused on fidelity to CRISS/McRel strategies, feedback will be provided to teachers within 24 hours, regular assessment analysis, PLC minutes/notes</p>	<p>BAT, FCAT, FAIR, Edge Reading Assessments, District Mini-Bat Assessments, teacher generated assessments</p>
	<p>Student application of</p>	<p>Reading teachers will</p>	<p>Kay Lang</p>	<p>Weekly Classroom Walk-</p>	<p>BAT, FCAT, FAIR,</p>

2	strategies for informational text and research process	develop and plan to use direct and explicit instructional strategies to engage students and bring meaning to informational text. All teachers will infuse reading strategies into daily instruction through the use of the school-wide instructional focus calendar. Teacher directed intensive instruction and Academic pull-out sessions based on student datum. Reading teachers will meet each week and focus on best practices and fidelity of teaching strategies.	Assistant Principal, Catherine Gonzalez Reading Coach, Amy Oppy Reading Department Chair	Thoughts focused on fidelity to IFC will provide feedback to teachers within 24 hours, student/teacher/administrator data chats, student work samples, regular assessment analysis, PLC minutes, notes from reading team weekly meetings	Edge Reading Assessments, District Mini-Bat Assessments, chapter tests, teacher generated assessments
3	Student participation in academic extended learning opportunities to improve over-all reading proficiency	<p>All teachers will infuse reading strategies into daily instruction utilizing the school-wide instructional focus calendar. Teachers will use small group instruction to differentiate instructional and learning strategies based on student needs. Intensive reading teachers and instructional coaches will provide direct and explicit instructional and learning strategies for students based on data analysis. Teachers and</p> <p>Instructional Coaches will provide incentives for student attendance and participation with after-school tutoring, Saturday tutoring, and FCAT camps.</p> <p>J. P. Taravella will partner with Coral Glades High School to offer more after school and Saturday learning opportunities.</p>	Kay Lang Assistant Principal, Catherine Gonzalez Reading Coach, Amy Oppy Reading Department Chair, Derek Gordon After-School Tutoring Coordinator	Edge Reading assessments, Weekly Classroom Walk-Throughs focused on fidelity to IFC will provide feedback to teachers within 24 hours, student/teacher/administrator data chats, assessment analysis, tutoring session logs	BAT 1 & 2, FCAT, FAIR, Edge Reading Assessments, District Mini-Bat Assessments, teacher generated assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	46.75%	42.5%	38.25%	34%	29.75%	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The goal of J.P. Taravella is to be one of the leading high schools in Broward County with the amount of students making satisfactory progress in reading. In order to reach this goal, the percentage of students not making satisfactory progress will decrease by 3 percentage points or more in each subgroup by 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 36% (214), Black: 58% (193), Hispanic: 52% (218), Asian: 38% (20), Indian 20% (1)	White: 33% (194), Black: 55% (180), Hispanic: 49% (204), Asian: 35% (18), Indian 0% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers accessing and understanding reading data	Through Professional Development, teachers will be trained on accessing and understanding reading data analysis. Teachers will use Professional Learning Communities for collaborative planning to enhance professional knowledge on the implementation of reading strategies into their content area based on strand weakness specific to their students. PLCs will schedule instruction based on the school IFC.	Kay Lang Assistant Principal, Catherine Gonzalez Reading Coach, Amy Oppy Reading Department Chair	student/teacher/administrator data chats, Professional Learning Communities minutes/notes, assessment analysis	BAT 1 & 2, FCAT, FAIR, District Mini-Bat Assessments, Chapter tests, teacher generated assessments
2	Student difficulty with informational text and research process	Teachers will use before reading, during reading, and after reading learning strategies for reading instruction. Teachers will use informational text that matches the rigor of an FCAT 2.0 test text passage to teach text patterns and organization. Skills will be reinforced in all classrooms through the use of the school-wide instructional focus calendar. Strategies for inclusion of the IFC will be developed in PLCs. Reading teachers will discuss effectiveness during weekly meetings.	Kay Lang Assistant Principal, Catherine Gonzalez Reading Coach, Amy Oppy Reading Department Chair	Regular analysis of student assessment data, Walk-Throughs focused on fidelity to IFC will provide feedback to teachers within 24 hours, Analysis of RtI data, Weekly reading teacher meetings notes, PLC minutes	BAT 1 & 2, FCAT, FAIR, Edge Reading Assessments, District Mini-Bat Assessments, Chapter tests, teacher generated assessments
3	Student using higher order questioning skills	Teachers will require students to use Cornell Notes. Strategies will be taught for summarizing ideas and developing higher order questions to guide reflection and learning. Teachers will model how to generate and answer questions for students. Students will practice generating	Kay Lang Assistant Principal, Catherine Gonzalez Reading Coach, Amy Oppy Reading Department Chair	Regular analysis of student assessment data, weekly Classroom Walk-Throughs focused on teacher's essential question & Higher order question examples will provide feedback to teachers within 24 hours, Analysis of RtI data, Student work samples	AP exams, Chapter tests, teacher generated assessments

	and answering questions daily with the use of the teacher's essential lesson question. Teachers will use graphic organizers to help students think and make deeper connections to instructional concepts.	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The goal of J.P. Taravella is to decrease the percentage of English Language Learners not making satisfactory progress in reading by 8 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (43)	80% (39)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students understanding of Reading Application	ESOL Teachers and Teacher assistant with direct bilingual support before, during, and after school to help students understand the concept in their native language. Teachers will use strategies associated with the student's language level classification to plan differentiated classroom instruction. Teachers will use small group instruction to differentiate instructional strategies using Shining Star and Focus on Grammar. Training will be given to content area teachers on ESOL strategies including diagraming, labeling, and use of online tutorials in native language. Reading strategies will be reinforced in native speakers foreign language classes.	Kay Lang Assistant Principal, Catherine Gonzalez Reading Coach, Department Chairs, Isha Reyes ESOL Coordinator	Regular review and analysis of Edge Program assessments, student work samples, weekly Classroom walk-throughs focused on differentiated instruction techniques with feedback given within 24 hours, checking Cornell notes samples for tutorial summaries	Shining Star Assessments, BAT, District Mini-Bat Assessments, FCAT, FAIR, CELLA, teacher generated assessments
2	Teachers use of alternative methods of assessment for ELL students with fidelity	Through PLCs, teachers will create common alternative assessments to use for their ELL students. Bilingual Teacher assistant and students will provide support to ensure assessments are associated with the student's language level	Kay Lang, Assistant Principal Catherine Gonzalez, Reading Coach, Department Chairs, Isha Reyes ESOL Coordinator	Student work samples, PLC notes	Edge reading assessments, BAT, District Mini-Bat Assessments, FCAT, FAIR, CELLA, teacher generated assessments

		classification planed differentiated instruction. Foreign Language Honor Society students will be offered service hours to translate assignment instructions for content area teachers.			
3	Students attending extended learning opportunities without bilingual support	Offer service hours to National Foreign Language Honor Society Students to help translate during after school tutoring program.	Karl Weaver Assistant Principal, Isha Reyes ESOL Coordinator, Derek Gordon tutoring coordinator, Jacqueline Taveras FLHS sponsor	Teacher observational assessment, review and analysis of student data, mentoring logs, tutoring logs.	Tutoring attendance log, teacher generated assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The goal of J.P. Taravella is to decrease the percentage of Students with Disabilities not making satisfactory progress in reading by 8 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (93)	70% (83)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's fluency for reading extended passages	Teachers will use fluency readings, rereading, and partner readings to increase fluency rate of students. Teachers will use text matching the length of the FCAT 2.0 passages. Teachers will consult with ESE specialist to ensure the correct instructional strategies and rigor are utilized in compliance with IEP goals. Instructional coaches will provide supplemental fluency instruction.	Kay Lang Assistant Principal, Shronda Service ESE Specialist, Catherine Gonzalez Reading Coach, ESE case manager	Regular analysis of Edge Reading Program assessments, Weekly Classroom walk-throughs focused on use of closed caption movie initiative with feedback provided with 24 hours, regular consult with ESE Specialist	Edge Reading Assessments, BAT 2, FCAT, DAR, FAIR, District Mini-Bat Assessments, teacher generated assessments
2	Impact of student's disability with his/her decoding skills	Students will received additional support decoding multisyllabic words using key words and phonic rules. Instructional coaches will work cooperatively with teachers to create differentiated learning opportunities for students with disabilities.	Kay Lang Assistant Principal, Shronda Service ESE Specialist, Catherine Gonzalez Reading Coach, ESE case manager	Regular analysis of Reading Program assessments, collaborative lesson planning with ESE Specialist and teachers	BAT 2, District Mini-Bat Assessments, FCAT, FAIR, teacher generated assessments
	Impact of student's disability on understanding vocabulary	Teachers will use graphic organizers for direct instruction of vocabulary functions, features, and association. Teachers will instruct students in the	Kay Lang Assistant Principal, Shronda Service ESE Specialist, Catherine Gonzalez Reading Coach,	Weekly Classroom walk-throughs focused on differentiated instruction techniques with feedback given within 24 hours, Professional Learning	BAT 2, District Mini-Bat Assessments, FCAT, FAIR, teacher generated assessments

3		methods used in Cornell Notes to develop new vocabulary. Formats will be developed in PLCs. Instructional coaches will provide supplemental vocabulary instruction.	ESE case manager	Communities notes/minutes, student work samples	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2012-2013, the percentage of economically disadvantaged students that are not making satisfactory progress in reading will decrease by
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (384)	50% (342)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers' understanding of strategies that are effective when dealing with economically disadvantaged students.	The leaders of all PLCs received the Poverty Awareness training in May of 2012, and will conduct a training of the strategies learned with the entire staff.	PLC leaders	Increased academic performance of ED students through test scores and GPA.	FCAT, EOCs, GPAs, and graduation rate.
2	Students' access to individual tutoring, and computer equipment.	Peer tutoring will be available in a computer lab every Monday through Thursday. Support will be provided by members of the National Honor Society, Mu Alpha Theta, Foreign Language Honor Society, and other students recommended by their teachers. Saturday support camps will be provided before each of the major testing dates for FCAT reading, EOCs, retakes, and AP exams.	Karl Weaver Assistant Principal, Derek Gordon Tutoring Coordinator.	Tutoring sign in sheets and tutoring effectiveness surveys to determine usage. Increased academic performance of ED students through test scores and GPA.	FCAT, EOCs, GPAs, and graduation rate.
3	Student using higher order questioning skills	Teachers will require students to use Cornell Notes. Strategies will be taught to summarize ideas and develop higher order questions to guide reflection and learning. Teachers will model how to ask and answer higher order questions specific to the content with guidance from the school-wide instructional focus calendar; academic pull-out sessions; Saturday FCAT camp	Kay Lang Assistant Principal, Catherine Gonzalez Reading Coach, Amy Oppy Reading Department Chair	Regular analysis of Edge Reading Program assessments, student work samples, cooperative learning projects, Teacher assessments data, RtI data	BAT 1 & 2, FCAT, AP exams, District Mini-Bat Assessments, Teacher Assessments, FAIR, DAR/FORF, teacher generated assessments
	Fidelity in implementation of Reading Application strategies	Teachers will review data and plan instruction infusing reading	Kay Lang Assistant Principal, Catherine Gonzalez	Lesson Plans documenting IFC inclusion and data	BAT 1 & 2, FCAT, District Mini-Bat Assessments,

4		strategies into their specific curriculum based on the school-wide instructional focus calendar with guidance from their PLCs and the reading coach. Reading teachers will meet each week and focus on fidelity. Teachers will use CRISS/McRel Strategies, Consistent use of Cornell Notes, and Instructional Coaches will model strategies for teachers, as needed, based on content area.	Reading Coach, Amy Oppy Reading Department Chair	planning, Weekly Classroom Walk-Throughs focused on fidelity to IFC will provide feedback to teachers within 24 hours, Regular analysis of student assessments, PLC minutes, Student work samples	Chapter tests, Teacher Generated Assessments, FAIR
5	Lack of parental involvement and support at home to assist students with homework and other school related concerns.	After-school tutoring program offered Monday through Thursday for students to receive individualized instruction and help with homework and test preparation. Advertising of tutoring sessions will increase using ParentLink, JPTV, website, and classroom posters, to provide awareness of opportunities. Teachers and Instructional Coaches will provide incentives for student attendance and participation in after-school tutoring, Saturday tutoring, and FCAT camps. J. P. Taravella High School will partner with Coral Glades High School to increase the after school and Saturday camp opportunities available to both student populations.	Kay Lang Assistant Principal, Catherine Gonzalez Reading Coach, Amy Oppy Reading Department Chair, Derek Gordon Tutoring Coordinator	Tutoring logs, Teacher observational assessment, Data analysis of Teacher Assessments	Final Grades Reports, BAT 1 & 2, FCAT, FAIR, Teacher Generated Assessments

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Tier2 Vocabulary strategies and resources	All grade levels and subjects	Cathy Gonzalez Reading Coach	school-wide	9/6/2012 follow-up through PLC meetings	Collection of academic notebooks, classroom walk-throughs	Assistant principals, reading coach and PLC leaders
Virtual Counselor and data training	All grade levels and subjects	PLC leaders	PLC's at all grade levels and all curriculums	Monthly meetings	Administrator and department chair data chats	Administrator, department chair.
Literacy Strategies for content areas	All grade levels and subjects	PLC content area	PLC's at all grade levels and all curriculums	Monthly meetings	Classroom Implementation, Classroom Walkthrough	Reading Coach

Intervention Strategies for RtI	All grade levels and subjects	RtI, PLC Leader	PLC/grade level	Early release and planning days	Classroom Implementation, Classroom Walk Through, RtI data	RtI, PLC
Common Core State Standards Summarizing	All grade levels and subjects	Administrators, Coaches, and PLC leaders	school-wide	8/16/2012 follow-up through PSD day PLC meetings	Submit a Performance Task/DBQ and Lesson Plan to your Assistant Principal Samples of performances tasks collected in PLC binders.	Assistant Principal, Instructional Coaches, and PLC leaders
Cornell notes training	All grade levels and subjects	Administrators, Teachers identified as Cornell notes experts, and PLC leaders	school-wide, expanded training for teachers new to J. P. Taravella	08/16/2012 follow-up through PLC meetings	Collection of academic notebooks, classroom walk-throughs	Assistant principals and PLC leaders
Grammar Strategies	All grade levels and subjects	Cathy Gonzalez Reading Coach, Administrators, and PLC leaders	school-wide	08/16/2012 follow-up through PLC meetings	Collection of academic notebooks, other student work samples, classroom walk-throughs	Assistant principals, reading coach and PLC leaders
Technology Trainings: Pinnacle Reports/ Smartboards/ Clickers/ other technologies	All grade levels and subjects	Technology experts	Interested teachers	9/27/2012	classroom walk-throughs	PLC leaders and school technology experts
Common Core Text Complexity/ Close reading/ CIS	All grade levels and subjects	Cathy Gonzalez Reading Coach, Administrators, and PLC leaders	School-wide	11/1/2012	Submit a Performance Task/DBQ and Lesson Plan to your Assistant Principal Samples of performances tasks collected in PLC binders.	Assistant principals, reading coach and PLC leaders
Growth in Marzano Evaluation	All grade levels and subjects	Administrators, and PLC leaders	School-wide	9/27/2012	classroom walk-throughs	Assistant principals and PLC leaders

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Saturday tutoring camps for reading FCAT	Teacher supplements	School accountability funds	\$15,000.00
			Subtotal: \$15,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$15,000.00

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		By 2013 71% of the ELL students a J. P. Taravella will understand spoken English at grade level in a manner similar to non-ELL students			
2012 Current Percent of Students Proficient in listening/speaking:					
68% (93)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental involvement and support at home with homework and other school related concerns	Foreign Language Honor Society will provide volunteers to tutor and assist National Honor Society, Key Club, and Mu Alpha Theta members when tutoring ELL students during after school tutoring sessions.	Karl Weaver Assistant Principal, Isha Reyes ESOL Coordinator, Derek Gordon tutoring coordinator, Jacqueline Taveras FLHS sponsor	Teacher observational assessment, review and analysis of student data, mentoring logs, tutoring logs.	Tutoring attendance log, teacher generated assessments
2	Possible lack of differentiated instruction/ELL strategies	Provide ALL teachers with the ESOL Matrix and the addendum to the matrix. Provide teachers with assistance, as needed, in providing differentiated instruction.	Kay Lang, Assistant Principal, Isha Reyes, ESOL Contact	Teachers assess students' readiness for learning and achievement of knowledge and skills during instruction. Teachers will facilitate effective classroom discussions and tasks in order to elicit evidence of student learning and achievement in speaking the English language as non-ELL students. Teachers will use this data in order to modify and adjust their teaching practices and to reflect on the needs and progress of their students.	Classroom walk-through and post conference with individual teachers. CELLA.
3	Possible lack of usage of the ESOL Matrix for differentiating	Provide department chairs with instruction on the Matrix and how their teachers can differentiate their instruction. Department chairs will meet with their teachers and share these strategies.	Kay Lang, Assistant Principal, Isha Reyes, ESOL Contact	Teachers will ensure their content materials are appropriately scaffolded to meet the needs of diverse learners. Teachers will model, teach, and reteach using appropriate scaffolded instruction.	Classroom walkthrough and post conference with individual teachers. CELLA

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	By 2013 39% of j.P. Taravella's ELL students will read grade-level text in English in a manner similar to non-ELL students.
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2012 Current Percent of Students Proficient in reading:

36% (49)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental involvement and support at home with homework and other school related concerns	Foreign Language Honor Society will provide volunteers to tutor and assist National Honor Society, Key Club, and Mu Alpha Theta members when tutoring ELL students during after school tutoring sessions.	Karl Weaver Assistant Principal, Isha Reyes ESOL Coordinator, Derek Gordon tutoring coordinator, Jacqueline Taveras FLHS sponsor	Teacher observational assessment, review and analysis of student data, mentoring logs, tutoring logs.	Tutoring attendance log, teacher generated assessments
2	Lack of scaffolding Reading instruction.	Provide teachers with strategies on how to scaffold instruction.	Kay Lang, Assistant Principal, Isha Reyes, ESOL contact	Developmental language teacher will use the English Now! Curriculum in order to scaffold Reading instruction. Teachers will teach students in steps, making sure they understand the smaller steps that will help them reach the bigger picture.	Classroom walkthrough and post conference with individual teachers, CELLA, FCAT 2.0

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	By 2013 47% of j.P. Taravella's ELL students will write in English at grade level in a manner similar to non-ELL students.
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2012 Current Percent of Students Proficient in writing:

44% (60)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of scaffolding Writing instruction.	Use scaffolding when teaching writing	Kay Lang, Assistant Principal, Isha Reyes, ESOL Contact	Developmental language teacher will use the English Now! Curriculum in order to scaffold writing instruction. Teachers will teach writing in steps, making sure they understand the smaller steps that will help them reach the	Classroom walk-through and post conference with individual teachers, CELLA, FCAT Writes.

				bigger picture. ELL will begin with sentences, then paragraphs, and eventually essays.	
2	Students not proficient in the mechanics and conventions of writing	Given sentence starters and writing prompts, students will be able to organize thoughts and write using sentence structure of standard English.	Kay Lang, Assistant Principal, Isha Reyes, ESOL Contact	Teachers will use rubrics created in PLCs to grade student samples created from writing prompts.	Classroom walk-through and post conference with individual teachers, CELLA, FCAT Writes.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	J. P. Taravella will increase the percentage of Students scoring at Levels 4, 5, and 6 on the FAA in mathematics by 16 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (5)	58% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's limited knowledge of abstract mathematical concepts	Teacher will model the application of concepts to real-world problems.	Kay Lang Assistant Principal, Shronda Service ESE Specialist, Catherine Gonzalez Reading Coach, ESE case manager	Progress monitoring on IEP goals. FAA	Progress reports, quarterly IEP goal data, classroom grades, FAA
2	Student's language processing difficulties of complex calculations	Teachers will attend PLC's focused on increasing the rigor of real world mathematics.	Kay Lang Assistant Principal, Shronda Service ESE Specialist, Catherine Gonzalez Reading Coach, ESE case manager	Progress monitoring on IEP goals. FAA	Progress reports, quarterly IEP goal data, classroom grades, FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	J. P. Taravella will increase the percentage of Students scoring at or above Level 7 on the FAA in mathematics by 17 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (1)	25% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Student's limited knowledge of abstract	Teacher will model the application of concepts	Kay Lang Assistant	Progress monitoring on IEP goals.	Progress reports, quarterly IEP goal

1	mathematical concepts.	to real-world problems.	Principal, Shronda Service ESE Specialist, Catherine Gonzalez Reading Coach, ESE case manager	FAA	data, classroom grades, FAA
2	Student's language processing difficulties of complex calculations.	Teachers will attend PLC's focused on increasing the rigor of real world mathematics.	Kay Lang Assistant Principal, Shronda Service ESE Specialist, Catherine Gonzalez Reading Coach, ESE case manager	Progress monitoring on IEP goals. FAA	Progress reports, quarterly IEP goal data, classroom grades, FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	J. P. Taravella will increase the percentage of Students making learning gains in mathematics on the FAA by 17 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (6)	73% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's difficulty understanding abstract concepts & foundational knowledge.	Teacher's will analyze progress data and develop focused lessons based on clusters and standards.	Kay Lang Assistant Principal, Shronda Service ESE Specialist, Catherine Gonzalez Reading Coach, ESE case manager	Progress monitoring on IEP goals. FAA	Progress reports, quarterly IEP goal data, classroom grades, FAA

Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	J. P. Taravella will increase the percentage of Students scoring at Achievement Level 3 in Algebra by 6 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (265)	50% (304)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's understanding of academic vocabulary	<p>J. P. Taravella will implement a new "Word of the Day" program. Teachers will present a new word part each week to the students. Teachers will define the meaning of the word part at the beginning of the week and review it daily while introducing a new word of the day. Teachers will define the word of the day and use it in a sentence. First period teachers will have the students write the word part, word part meaning, words of the day, word definitions, and sentences in their academic notebooks. Teachers in periods 2 through 7 will reinforce the word of the day by reviewing the definition and relating it to their own curriculum.</p> <p>Teachers will continue to review reading data to plan explicit instruction with the use of CRISS/McRel strategies increasing contextual meanings and connections to prior knowledge.</p> <p>Teachers will continue to instruct students in the methods used in Cornell Notes to develop new vocabulary.</p> <p>Teachers will continue to use interactive word walls in all classrooms.</p>	Kay Lang Assistant Principal, Catherine Gonzalez Reading Coach, Amy Oppy Reading Department Chair	Collection of student academic notebook samples, weekly Classroom Walk-Throughs focused on use of word walls and common board configurations reflecting IFC and Word of the Day, minutes from PLC meetings, other student work samples. Feedback will be provided to teachers within 24 hours of observations.	BAT, FCAT, EOCs, District Mini-Bat Assessments, AP Exams, Teacher generated assessments
2	Completing the essential content in the time allotted	All math teachers will utilize the county's Instructional Focus Calendar and adopted textbooks aligning to the NGSSS benchmarks. Algebra teachers will go through Power Benchmark and Unwrapping the Benchmarks training.	Karl Weaver Assistant Principal, Barbara Ledbetter Instructional Coach, Karen Rothman Department Chair	Lesson Study through PLCs, Weekly Classroom Walk-Throughs focused on fidelity to IFC providing feedback within 24 hours, Teacher assessments.	BAT, Common Miniassessments, EOC midterm, EOC, Chapter tests, Teacher generated assessments
	Current assessments need adjustment to be more aligned with NGSSS	Teachers will review released EOC tests in their PLC groups. All teachers of algebra and geometry will infuse End of Course Exam questions into their regular assessments. Students	Karl Weaver Assistant Principal, Barbara Ledbetter Instructional Coach, Karen Rothman Department Chair	Lesson Study through PLCs, Weekly Classroom Walk-Throughs focused on fidelity to IFC providing feedback within 24 hours, Teacher assessments.	BAT, EOC, Chapter tests, Teacher generated assessments

3		will keep a binder of sample EOC questions highlighted by the instructor to be reviewed after every third chapter completed. Students will participate in algebra or geometry end-of-course workshops and practice tests.			
4	Student attending remediation sessions	Daily data chats with students will be used to identify weaknesses in specific strands. Students will use this information when accessing online tutorial sessions. Teacher and Administration will offer incentives for attendance. Advertising of tutoring sessions will increase using ParentLink, JPTV, website, and in classroom posters, to provide awareness of opportunities. J.P. Taravella High School will partner with Coral Glades High School to increase the after school tutoring and Saturday camp opportunities offered to our student populations.	Karl Weaver Assistant Principal, Barbara Ledbetter Instructional Coach, Karen Rothman Department Chair, Derek Gordon Tutoring Coordinator	Common test assessment data, Tutorial session logs, Teacher survey, RtI data	BAT, EOC, Chapter tests, Teacher generated assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	J. P. Taravella will increase the percentage of Students scoring at or above Achievement Level 4 in Algebra by 6 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (134)	25% (152)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Loss of planning period will limit common planning time for teachers to share strategies.	All advanced placement teachers will have rooms in a common area of the school to encourage informal collegial conversations. Portions of Taravella's new Professional Study Days will be dedicated to Professional Learning Committee initiatives.	Administrative staff, PLC leaders.	PLC minutes.	AP exams, FCAT, and EOCs.
	Students and teachers Access to technology	Teachers will use portable computer labs in	Karl Weaver Assistant	Sign in logs to computer labs, Technology	BAT, EOC, AP exams, Chapter

2	needed to properly utilize all features of new textbooks	the classroom, access media-center computer labs, and school-wide computer labs; Student will have access to computer labs before and after school and during lunch periods; Technology assistance from Coaches and Tech staff; Teachers will discuss effective uses in PLCs	Principal, Barbara Ledbetter Instructional Coach, Karen Rothman Department Chair	Assessment Data, Teacher survey, student survey	tests, Teacher generated assessments
3	Student applying higher order thinking in mathematics	Teacher will model and then student will demonstrate how to progress from answering low to moderate level SAT question, to questions involving application and synthesis. Teachers will require students to use Cornell Notes. Formats and techniques will be developed in PLCs. Strategies will be taught to summarize ideas and develop high order questions to guide reflection and learning.	Karl Weaver Assistant Principal, Barbara Ledbetter Instructional Coach, Karen Rothman Department Chair	Common teacher assessment data, student work samples, Professional Learning Communities notes/minutes	BAT, EOC, AP exams, Chapter tests, Teacher generated assessments
4	Student accessing enrichment activities	Teachers will provide training on how to access on-line enrichment tutorials. Students will have continuous access to online tutorial sessions and enrichment activities. Students will use Cornell notes to summarize lessons presented online. Teachers will provide before or after school tutoring for specific areas to increase academic achievement. Teachers will offer Saturday camps for EOC and AP Exams.	Karl Weaver Assistant Principal, Barbara Ledbetter Instructional Coach, Karen Rothman Department Chair	Technology Assessment Data, Teacher survey, student survey, student work samples	BAT, EOC, AP exams, Chapter tests, Teacher generated assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # 3A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	35%	29.8%	24.6%	19.4%	14.2%	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	The goal of J.P. Taravella is to decrease the percentage of students not making satisfactory progress on the Algebra EOC by 3 percentage points or more in each subgroup by 2013.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 25% (60), Black: 44% (68), Hispanic: 40% (70), Asian: 22% (5), Indian 0% (0)	White: 22% (53), Black: 40% (63), Hispanic: 37% (65), Asian: 13% (3), Indian 0% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student proficiency of fundamental math skills	Students in all math classes will be given a common Diagnostic Assessment tests created by the teachers in their PLCs. Teachers will use this baseline data to identify deficiencies in background knowledge. Teacher lead direct instruction and remediation in whole group and small group settings. Hands-on and visual learning activities through the use of technology. Students correcting test errors in small group, peer to peer, teacher to student flexible settings.	Karl Weaver Assistant Principal, Barbara Ledbetter Instructional Coach, Karen Rothman Department Chair, Math Teacher	Common diagnostic test assessment data, teacher/peer individual student conferences, PLC minutes	BAT, EOC, Chapter tests, Teacher generated assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	The goal of J.P. Taravella is to decrease the percentage of English Language Learners not making satisfactory progress in Algebra by 7 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (13)	43% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers ability to make content instruction less language dependent	ELL students will be clustered into math classes with bilingual support from the ELL Teacher Assistant and ELL teacher. Teachers will be trained in the use of differentiated instruction to meet the students needs. Word walls to increase comprehension of vocabulary. Students will have access to online tutorial sessions that can be viewed in	Karl Weaver Assistant Principal, Barbara Ledbetter Instructional Coach, Karen Rothman Department Chair, Isha Reyes ESOL coordinator	Common department alternative assessments based on language level classification, Technology assessment data, Weekly Classroom walk-throughs focused	BAT, Common Mini-assessments, EOC midterm, EOC, Chapter tests, Teacher generated assessments

	<p>their native language. Teachers will limit the use of word problems and gradually introduce them into alternative assessments throughout the year. Foreign Language Honor Society students will be offered service hours to translate assignment instructions for teachers.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.</p> <p>Algebra Goal #3D:</p>	<p>The goal of J.P. Taravella is to decrease the percentage of Students with Disabilities not making satisfactory progress in Algebra by 6 percentage points.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>62% (32)</p>	<p>56% (28)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students background knowledge and skills needed for algebra	Students will be given a common Diagnostic Assessment test created by the teachers in their PLCs. Teachers will use this baseline data to identify deficiencies in background knowledge. Teacher tutorial sessions based on data analysis of student needs. Teacher lead direct instruction, whole group instruction, and then cooperative learning for small group instruction. Student will have access to computer labs before and after school and during lunch periods.	Karl Weaver Assistant Principal, Barbara Ledbetter Instructional Coach, Penny Napp Department Chair, Merrill Levine ESE Specialist	Common department diagnostic assessment analysis, Technology assessment data, student work samples	BAT 1 and 2, EOC, Chapter tests, Teacher generated assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>3E. Economically Disadvantaged students not making satisfactory progress in Algebra.</p> <p>Algebra Goal #3E:</p>	<p>The goal of J.P. Taravella is to decrease the percentage Economically Disadvantaged students not making satisfactory progress in Algebra by 5 percentage points.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>39% (122)</p>	<p>34% (107)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers' understanding of strategies that are effective when dealing with economically disadvantaged students.	The leaders of all PLCs received the Poverty Awareness training in May of 2012, and will conduct a training of the strategies learned with the entire staff.	PLC leaders	Increased academic performance of ED students through test scores and GPA.	FCAT, EOCs, GPAs, and graduation rate.
2	Students' access to individual tutoring, and computer equipment.	Peer tutoring will be available in a computer lab every Monday through Thursday. Support will be provided by members of the National Honor Society, Mu Alpha Theta, Foreign Language Honor Society, and other students recommended by their teachers. Saturday support camps will be provided before each of the major testing dates for FCAT reading, EOCs, retakes, and AP exams.	Karl Weaver Assistant Principal, Derek Gordon Tutoring Coordinator.	Tutoring sign in sheets and tutoring effectiveness surveys to determine usage. Increased academic performance of ED students through test scores and GPA.	FCAT, EOCs, GPAs, and graduation rate.

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	J. P. Taravella will increase the percentage of Students scoring at Achievement Level 3 in Geometry by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (250)	42% (282)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Student's understanding of academic vocabulary	J. P. Taravella will implement a new "Word of the Day" program. Teachers will present a new word part each week to the students. Teachers will define the meaning of the word part at the beginning of the week and review it daily while introducing a new word of the day.	Kay Lang Assistant Principal, Catherine Gonzalez Reading Coach, Amy Oppy Reading Department Chair	Collection of student academic notebook samples, weekly Classroom Walk-Throughs focused on use of word walls and common board configurations reflecting IFC and Word of the Day, minutes from PLC meetings, other student work	BAT, FCAT, EOCs, District Mini-Bat Assessments, AP Exams, Teacher generated assessments

1		<p>Teachers will define the word of the day and use it in a sentence. First period teachers will have the students write the word part, word part meaning, words of the day, word definitions, and sentences in their academic notebooks. Teachers in periods 2 through 7 will reinforce the word of the day by reviewing the definition and relating it to their own curriculum.</p> <p>Teachers will continue to review reading data to plan explicit instruction with the use of CRISS/McRel strategies increasing contextual meanings and connections to prior knowledge.</p> <p>Teachers will continue to instruct students in the methods used in Cornell Notes to develop new vocabulary.</p> <p>Teachers will continue to use interactive word walls in all classrooms.</p>		<p>samples. Feedback will be provided to teachers within 24 hours of observations.</p>	
2	<p>Completing the essential content in the time allotted</p>	<p>All math teachers will utilize the county's Instructional Focus Calendar and adopted textbooks aligning to the NGSSS benchmarks.</p> <p>Algebra teachers will go through Power Benchmark and Unwrapping the Benchmarks training.</p>	<p>Karl Weaver Assistant Principal, Barbara Ledbetter Instructional Coach, Karen Rothman Department Chair</p>	<p>Lesson Study through PLCs, Weekly Classroom Walk-Throughs focused on fidelity to IFC providing feedback within 24 hours, Teacher assessments.</p>	<p>BAT, Common Miniassessments, EOC midterm, EOC, Chapter tests, Teacher generated assessments</p>
3	<p>Current assessments need adjustment to be more aligned with NGSSS</p>	<p>Teachers will review released EOC tests in their PLC groups. All teachers of algebra and geometry will infuse End of Course Exam questions into their regular assessments. Students will keep a binder of sample EOC questions highlighted by the instructor to be reviewed after every third chapter completed. Students will participate in algebra or geometry end-of-course workshops and practice tests.</p>	<p>Karl Weaver Assistant Principal, Barbara Ledbetter Instructional Coach, Karen Rothman Department Chair</p>	<p>Lesson Study through PLCs, Weekly Classroom Walk-Throughs focused on fidelity to IFC providing feedback within 24 hours, Teacher assessments.</p>	<p>BAT, EOC, Chapter tests, Teacher generated assessments</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels

4 and 5 in Geometry. Geometry Goal #2:	J. P. Taravella will increase the percentage of Students scoring at or above Achievement Level 4 in Geometry by 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (281)	44% (301)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Loss of planning period will limit common planning time for teachers to share strategies.	All advanced placement teachers will have rooms in a common area of the school to encourage informal collegial conversations. Portions of Taravella's new Professional Study Days will be dedicated to Professional Learning Committee initiatives.	Administrative staff, PLC leaders.	PLC minutes.	AP exams, FCAT, and EOCs.
2	Student applying higher order thinking in mathematics	Teacher will model and then student will demonstrate how to progress from answering low to moderate level SAT question, to questions involving application and synthesis. Teachers will require students to use Cornell Notes. Formats and techniques will be developed in PLCs. Strategies will be taught to summarize ideas and develop high order questions to guide reflection and learning.	Karl Weaver Assistant Principal, Barbara Ledbetter Instructional Coach, Karen Rothman Department Chair	Common teacher assessment data, student work samples, Professional Learning Communities notes/minutes	BAT, EOC, AP exams, Chapter tests, Teacher generated assessments
3	Student accessing enrichment activities	Teachers will provide training on how to access on-line enrichment tutorials. Students will have continuous access to online tutorial sessions and enrichment activities. Students will use Cornell notes to summarize lessons presented online. Teachers will provide before or after school tutoring for specific areas to increase academic achievement. Teachers will offer Saturday camps for EOC and AP Exams.	Karl Weaver Assistant Principal, Barbara Ledbetter Instructional Coach, Karen Rothman Department Chair	Technology Assessment Data, Teacher survey, student survey, student work samples	BAT, EOC, AP exams, Chapter tests, Teacher generated assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable

Geometry Goal #

Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		3A :			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	19.8%	17.6%	15.4%	13.2	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	The goal of J.P. Taravella is to decrease the percentage of students not making satisfactory progress on the Geometry EOC by 3 percentage points or more in each subgroup by 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 12% (35), Black: 35% (52), Hispanic: 25% (53), Asian: 27% (6), Indian 40% (2)	White: 9% (25), Black: 32% (48), Hispanic: 22% (46), Asian: 18% (4), Indian 0% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student proficiency of fundamental math skills needed to be successful in Geometry	Students will be given a common Diagnostic Assessment tests created by the teachers in their PLCs. Teachers will use this baseline data to identify deficiencies in background knowledge. Teacher lead direct instruction and remediation in whole group and small group settings. Hands-on and visual learning activities through the use of technology. Students correcting test errors in small group, peer to peer, teacher to student flexible settings.	Karl Weaver Assistant Principal, Barbara Ledbetter Instructional Coach, Karen Rothman Department Chair, Math Teacher	Common diagnostic test assessment data, teacher/peer individual student conferences, PLC minutes	BAT, EOC, Chapter tests, Teacher generated assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	The goal of J.P. Taravella is to decrease the percentage of English Language Learners not making satisfactory progress in Geometry by 8 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (11)	40% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers ability to make content instruction less language dependent	ELL students will be clustered into math classes with bilingual support from the ELL Teacher Assistant and ELL teacher. Teachers will be trained in the use of differentiated instruction to meet the students needs. Word walls will be used to increase comprehension of vocabulary. Students will have access to online tutorial sessions that can be viewed in their native language. Teachers will limit the use of word problems and gradually introduce them into alternative assessments throughout the year. Foreign Language Honor Society students will be offered service hours to translate assignment instructions for teachers.	Karl Weaver Assistant Principal, Barbara Ledbetter Instructional Coach, Karen Rothman Department Chair, Isha Reyes ESOL Coordinator	Common department alternative assessments based on language level classification, Technology assessment data, Weekly Classroom walk-throughs focused on differentiated instruction techniques with feedback given within 24 hours, student work samples	BAT, Common Mini-assessments, EOC midterm, EOC, Chapter tests, Teacher generated assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	The goal of J.P. Taravella is to decrease the percentage of Students with Disabilities (SWD) not making satisfactory progress in Geometry by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (13)	26% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student proficiency of fundamental math skills	Students in all math classes will be given a common Diagnostic Assessment tests created by the teachers in their PLCs. Teachers will use this baseline data to identify deficiencies in background knowledge. Teacher lead direct instruction and remediation in whole group and small group settings. Hands-on and visual learning activities through the use of technology. Students	Karl Weaver Assistant Principal, Barbara Ledbetter Instructional Coach, Karen Rothman Department Chair, Math Teacher	Common diagnostic test assessment data, teacher/peer individual student conferences, PLC minutes	BAT, EOC, Chapter tests, Teacher generated assessments

Common Core Standards	Math - All Levels	District Trainers, Math department head/Math coach	Math Teachers	Planning days and early release days	Lesson plans, Mid-term exams, Final exams	Assistant Principal, Barbra Ledbetter Math Coach, Karen Rothman Department Chair
Academic/Tier2 Vocabulary strategies and resources	All subjects - All Levels	Cathy Gonzalez Reading Coach	school-wide	September 6, 2012	Lesson plans, classroom walk-throughs, PLC minutes	Karl Weaver Assistant Principal, Barbra Ledbetter Math Coach, Karen Rothman Department Chair
Using exam view to give computer based quizzes	All subjects - All Levels	Lisa Webster and Derek Gordon	school-wide	September 27, 2012	Creation of online test	Karl Weaver Assistant Principal, Barbra Ledbetter Math Coach, Karen Rothman Department Chair
Poverty Training	All subjects - All Levels	Family Councilors	school-wide	October 4, 2012	PLC minutes listing strategies to be implemented	Karl Weaver Assistant Principal, Barbra Ledbetter Math Coach, Karen Rothman Department Chair
PARCC	Math - All Levels	Math department head/Math coach	Math Teachers	March 14, 2013 PSD April 4, 2013 PSD	Lesson plans, Mid-term exams, Final exams	Karl Weaver Assistant Principal, Barbra Ledbetter Math Coach, Karen Rothman Department Chair

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	J. P. Taravella will increase the percentage of Students scoring at Levels 4, 5, and 6 on the FAA in mathematics by 16 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (5)	54% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack familiarity with resources used during the FAA	Students will practice using manipulatives that are available during the test.	Kay Lang Assistant Principal, Shronda Service ESE Specialist, Suzanne Tresser Department Chair, ESE case manager	Progress monitoring of students' practice tests	FAA
2	Teachers and students are challenged to devote time to one-on-one instruction	Teachers and support staff will adhere to a schedule of assistance with each student	Kay Lang Assistant Principal, Shronda Service ESE Specialist, Suzanne Tresser Department Chair, ESE case manager	Logs Observation data	FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	J. P. Taravella will increase the percentage of Students scoring at or above Level 7 on the FAA in science by 15 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (1)	23% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of familiarity with resources	Practice using manipulatives that are available during the test.	Kay Lang Assistant Principal, Shronda Service ESE Specialist, Suzanne Tresser Science Department Chair, ESE case manager	Improvement on practice exams	FAA

2	Time on task during extended periods	Practice tests administered throughout year to build stamina. Review accommodations for WD to determine if additional accommodations are needed.	Kay Lang Assistant Principal, Shronda Service ESE Specialist, Suzanne Tresser Science Department Chair, ESE case manager	Monitor student progress through meetings with ESE Support Facilitators	FAA
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Biology End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	J. P. Taravella will increase the percentage of Students scoring at Achievement Level 3 in Biology by 6 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (190)	35% (228)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's understanding of academic vocabulary	J. P. Taravella will implement a new "Word of the Day" program. Teachers will present a new word part each week to the students. Teachers will define the meaning of the word part at the beginning of the week and review it daily while introducing a new word of the day. Teachers will define the word of the day and use it in a sentence. First period teachers will have the students write the word part, word part meaning, words of the day, word definitions, and sentences in their academic notebooks. Teachers in periods 2 through 7 will reinforce the word of the day by reviewing the definition and relating it to their own curriculum. Teachers will continue to review reading data	Kay Lang Assistant Principal, Catherine Gonzalez Reading Coach, Amy Oppy Reading Department Chair	Collection of student academic notebook samples, weekly Classroom Walk-Throughs focused on use of word walls and common board configurations reflecting IFC and Word of the Day, minutes from PLC meetings, other student work samples. Feedback will be provided to teachers within 24 hours of observations.	BAT, FCAT, EOCs, District Mini-Bat Assessments, AP Exams, Teacher generated assessments

		<p>to plan explicit instruction with the use of CRISS/McRel strategies increasing contextual meanings and connections to prior knowledge.</p> <p>Teachers will continue to instruct students in the methods used in Cornell Notes to develop new vocabulary.</p> <p>Teachers will continue to use interactive word walls in all classrooms.</p>			
2	Student lacking proficiency with science process skills	Utilizing the instructional focus calendar, teachers will unwrap the benchmarks. Benchmarks which are duplicated in upper level science courses will be covered in Earth Space Science and strengthened in successive courses. Teachers will include inquiry, process skills, and higher order thinking concepts into their curriculum. All 9th grade Biology students will be scheduled together.	Kay Lang Administrator, Suzanne Tresser Department Head	Classroom walk through, Lesson Study through PLCs, Analysis of student data from classroom assessments.	Common assessment, Midterm and Final Exams
3	Completing the essential content in the time allotted	All science teachers will utilize the county's Instructional Focus Calendar and adopted textbooks aligning to the SSS benchmarks. All Biology teachers will infuse End of Course Exam questions in regular assessments. Students will participate in Biology end-of-course workshops.	Kay Lang Administrator, Suzanne Tresser Department Head	Classroom walk through, Lesson Study, Analysis of student data from classroom assessments, Course mini-tests	Common assessments, Midterm, and Final Exams
4	Student's ability to comprehend instructional concepts	Teachers will use weekly Hands-on activities for instruction. Teachers will use differentiated instruction when utilizing high yield strategies. Teachers will use interactive word walls and student created vocabulary notes to support curriculum vocabulary. Teachers will incorporate technology into direct instruction for comprehension. Teachers will review and share teaching strategies.	Kay Lang Administrator, Suzanne Tresser Department Head	Classroom walk through, Lesson Study, Analysis of student data from classroom assessments, Course mini-tests	Common Assessments, Midterm and Final Exams
5	Teachers unfamiliarity with new biology standards	Biology department will attend PD opportunities in unwrapping standards.	Kay Lang Administrator, Suzanne Tresser Department Head	Examination of lesson plans, department discussion minutes, CWTs focused on the	

	District will provide PD assistance	"essential content" of lesson.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	J. P. Taravella will increase the percentage of Students scoring at or above Achievement Level 4 in Biology by 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (237)	40% (260)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Reading and Math readiness for Collegiate level work	Teachers analyze student data and provide enrichment activities to encourage learning gains in weak areas; Teachers will incorporate technology into direct instruction	Kay Lang Administrator, Suzanne Tresser Department Head.	Classroom walk through, Lesson Study, Student Survey, AP Practice Tests	AP Science Exams, Biology EOC.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District Training in Biology and Chemistry standards	Science	Coach/Chair	Biology and Chemistry teachers	By first planning day	Classroom Implementation, Classroom Walk-through	Coach/Chair
Technology	Science	Science Chair	PLC, Science Teachers	Biweekly	Classroom Implementation, Classroom Walk-through	Science Chair

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In 2012-2013 JPT is expecting that the number of its students achieving proficiency and higher in writing will increase by 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90% (674)	93% (693)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty with summarization skills	Language arts teachers will provide instruction on finding key concepts in written text and creating effective summaries. Content teachers will reinforce summarization techniques and provide practice through classroom assignments and Cornell notes summaries.	Parinaz Bristol Administrator, Karen Cook English Department Chair, PLC leaders	teacher assessments on classroom prompts, data analysis of Mock FCAT Writes will be entered on Trekker (school database), RtI data, collection of student work examples.	Mock FCAT Writes, FCAT Writes, Teacher generated quarterly writing prompts.
2	Students have difficulty working under timed conditions	English teachers will include authentic, timed practices into the writing curriculum; prompts will be created and their effectiveness discussed in PLC; Mock FCAT Writes format will be designed to emulate actual FCAT Writes conditions.	Parinaz Bristol Administrator, Karen Cook English Department Chair	Analysis of data from FCAT Mock Writes, teacher assessments on classroom prompt, RtI data, PLC minutes	Mock FCAT Writes, FCAT Writes, Teacher generated quarterly writing prompts.
	Student elaboration within their writing	Teachers will model ways to elaborate an	Parinaz Bristol Administrator,	Analysis of data from FCAT Mock Writes,	Mock FCAT Writes, FCAT

3		idea when writing. Students will be given the opportunity to rewrite prompts after feedback has been given. Teachers will model the use of relevant, logical, and plausible support as part of instruction.	Karen Cook English Department Chair	teacher assessments on classroom prompt, RtI data	Writes, Teacher generated quarterly writing prompts.
4	Students knowledge of proper grammar and punctuation skills.	Content teachers will be required to include basic grammar as part of their grading of written assignments. Language Arts teachers will administer a baseline assessment for punctuation and grammar. Baseline data will be analyzed. Teachers will Model how to use proper grammar skills such as subject-verb agreement, fragments, independent and dependent clauses, subordinating conjunctions, prepositional phrases, action verbs, linking verbs, helping verbs, direct objects and indirect objects.	Parinaz Bristol Administrator, Karen Cook English Department Chair, PLC leaders	Analysis of data from FCAT Mock Writes using FCAT Writing Rubric, teacher assessments on classroom prompt, RtI data	Mock FCAT Writes, FCAT Writes, Teacher generated quarterly writing prompts.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	In 2012-2013 J. P. Taravella expects 100% of its students to score a 4 or higher on the FAA in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (3)	100% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	writing lacks focus, action is limited	English teachers will begin with general writing skills and gradually increase focus and detail.	Parinaz Bristol Administrator, Shronda Service, ESE specialist, Karen Cook English Department Chair	Data analysis from Mock FCAT Writes results, teacher assessments on classroom prompts, RtI data	Mock FCAT Writes, FCAT Writes, Teacher generated quarterly writing prompts.
2	Students use of informal language mode during formal writing assessments	English teachers will provide direct instruction on academically acceptable writing versus writing that is not acceptable (text messaging lingo, etc.).	Parinaz Bristol Administrator, Shronda Service, ESE specialist, Karen Cook English Department Chair	Data analysis from Mock FCAT Writes results, teacher assessments on classroom prompts, RtI data	Mock FCAT Writes, FCAT Writes, Teacher generated quarterly writing prompts.

		English teachers will provide opportunities to rewrite prompts to increase vocabulary within prompt.		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Grammar Strategies	All grade levels and subjects	Cathy Gonzalez Reading Coach, Administrators, and PLC leaders	school-wide	08/16/2012 follow-up through PLC meetings	Collection of academic notebooks, other student work samples, classroom walk-throughs	Assistant principals, reading coach and PLC leaders
Cornell notes training	All grade levels and subjects	Administrators, Teachers identified as Cornell notes experts, and PLC leaders	school-wide, expanded training for teachers new to J. P. Taravella	08/16/2012 follow-up through PLC meetings	Collection of academic notebooks, classroom walkthroughs	Assistant principals and PLC leaders
Common Core State Standards Summarizing	All grade levels and subjects	Administrators, Coaches, and PLC leaders	school-wide	8/16/2012 follow-up through PSD day PLC meetings	Task/DBQ and Lesson Plan to your Assistant Principal Samples of performances tasks collected in PLC binders.	Assistant Principal, Instructional Coaches, and PLC leaders

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

U.S. History End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of U.S. History EOC Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Student attendance has always been important to J.P. Taravella high school and in order to maintain the high rate of average attendance the school has had over the past year, Taravella is committed to decreasing the amount of absences and tardies that occur during the year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93% (485,646)	95% (471,747)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
477	In 2013 J. P. Taravella will reduce the number of students with Excessive Absences by 10 % to 429.

2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
89		In 2013 J. P. Taravella will reduce the number of students with Excessive Tardies by 10 % to 80.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Chronic accumulation of excused absences	Doctors note required on excessive excused absents. Student and/or parent contact made by designee and entered on Trekker and TERMS; Social Worker referral. Collaborative Problem Solving Team will develop treatment plans for students identified with attendance concerns. Teachers and Administration will provide incentives to promote improved attendance.	Administrators, Meryl Raff, Attendance Designee, Teachers	Attendance Record Review, CPST minutes	Attendance averages compared monthly and to previous years data.
2	Student tardiness 1st hour	Teacher call to parent; parent link contact; Administrator contact to parent; security will take over administering detentions to students that are tardy during all periods.	Administrators, Meryl Raff, Attendance Designee	Attendance Record Review	Monthly review and comparison to previous years data
3	Students missing more days but not exceeding 30 hours	Quarterly list of "habitual truants"; parent link contact; peer counseling referrals; social worker referrals; Collaborative Problem Solving Team to develop appropriate treatment plans for students identified with attendance concerns; incentives to promote improved attendance.	Administrators, Meryl Raff Attendance Designee, School Social Worker	Attendance Record Review, Social Worker Referrals,	Comparison to previous years data, decrease in the number of days a student is absent

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	J.P. Taravella high school is targeting a decrease in the amount suspensions and the number of suspensions a student has.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
489	In 2013 J. P. Taravella will reduce the number of In-School Suspensions by 10 % to 440.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
278	In 2013 J. P. Taravella will reduce the number of Students Suspended In School by 10 % to 250.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
144	In 2013 J. P. Taravella will reduce the number of Out-of-School Suspensions by 10 % to 130.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student lack of motivation and academic performance	Students will be allowed to choose their own mentors to increase the effectiveness of the relationships. Teacher training in effective Student Mentoring strategies, motivation techniques, and engagement techniques; after-school tutoring sessions; parent, student, teacher conference; student incentives; Family Counseling referral; RtI referral	Guidance Counselor, Administrators	Classroom Walk-Through, Teacher evaluation, student grades and attendance, RtI data	Student Disciplinary Referrals
2	Fidelity in the implementation of Discipline Plan by all teachers	Teacher will document all discipline actions taken with students based off the Discipline plan. Administration will monitor and assist teachers through the proper steps of the discipline plan.	Guidance Counselor, Administrators	Classroom Walk-Through, RtI data	Student Disciplinary Referrals
3	Repeated suspensions by the same student	Teacher to Student Mentoring; parent, student, teacher conference; student incentives; Family Counseling referral; RtI referral	Guidance Counselor, Administrators	Teacher evaluation, student grades and attendance, RtI data	Student Disciplinary Referrals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Dropout Prevention					
Dropout Prevention Goal #1:		In 2012-2013 the school will decrease drop rate by 3% and increase gradation rate by 5%			
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.					
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
2012 Data not available		2012 Data not available			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
89%		94%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of credits in order to graduate	Taravella will offer credit recovery through Florida Virtual School during school and after school to help students make up credits.	Jody Gaver, Guidance Director	Data reports from FVS	FVS Exams
2	Student achievement in class	Taravella will offer before and after school tutoring; Saturday academic camps; Peer	Administrators	Student grade reports	Pinnacle

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement

Parent Involvement Goal #1:

**Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*

By 2011-2012 parent involvement will increase 3%

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
34%	37%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent awareness of student grades and attendance	Parents will receive school Communication in multiple languages; Teachers will update students attendance daily and grades weekly on Pinnacle; Guidance counselors and administrators will assist teachers with notifications for parent.	Administrators, SAC Chair	Parent and Staff feedback, teacher conferences, guidance conferences	Parent Survey
2	Daily communication to parent	Freshmen and sophomores will be given an agenda book to use as a daily communication tool for parents. Extras will be offered to Juniors and Seniors.	Administrators, SAC Chair	Teacher conferences, guidance conferences	Parent Survey
3	Awareness of how to help the child achieve on standardize tests and in the classroom.	J. P. Taravella will host a curriculum night and an Advanced Placement night to allow parents a chance to understand the standards that are being taught in all curricula and gain insight as to how they can better support their children. Parents will receive school Communication in multiple languages; Teachers, Bilingual teachers, and other support staff will directly inform parent of the different activities the school offers to increase achievement.	Administrators, SAC Chair	Parent and Staff feedback, teacher conferences, guidance conferences	Parent Survey

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		J. P. Taravella will expand the number of students who ultimately pursue advanced degrees and careers in STEM fields and broaden the participation of women and minorities in those fields.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited experience in STEM related activities for most students	J. P. Taravella will provide opportunities for student internships and research experiences through our STEM programs. These opportunities will be better advertised so that women and minorities are more aware and open to their pursuit. J. P. Taravella's STEM clubs such as SEMCE, Robotics club, and Mu Alpha Theta will better promote their activities and competition victories to increase	Karen Smith SECME sponsor, John Tunon Robotics Club sponsor, Engineering and Drafting teacher, Svetlana Mikhaylova Mu Alpha Theta sponsor.	Student participation in internship and research opportunities. Club membership numbers, competition results, and demographics.	Results reported by teachers and sponsors.

		awareness and develop interest from a broader recruiting base including those populations that are under-represented.		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	J. P. Taravella's goal for 2012-2013 is to increase the number of students who attempt the CTE certification exams by 5% and increase the percentage of students who pass by 5 percentage points.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited number of computer labs available for review sessions and testing due to FCAT and EOC testing periods.	Micro-tech will redistribute computers to make new computer labs. Computers that are able to run CTE software will be reserved for certification exams. Scheduling of certification exams will be coordinated more appropriately. Teachers will provide review sessions after school hours.	Debra Johnson Assistant Principal, Scott Goodman CTE department head	Review session attendance, number of student who attempt CTE certification exams, percentage of students who pass the CTE certification exams.	Review session sign in sheets, CTE certification exam data.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Administration of CTE certification test	All grade levels / CTE	PLC leaders	New teachers who are not certified to administer exams	early release and PSD	PLC notes, CTE exam proctor credentials	Debra Johnson Assistant Principal, Scott Goodman CTE department head

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Saturday tutoring camps for reading FCAT	Teacher supplements	School accountability funds	\$15,000.00
				Subtotal: \$15,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$15,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/16/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

The SAC is currently making efforts to recruit more African American Parents to better represent the demographics of our community.

Projected use of SAC Funds	Amount
SAC funds will be used to fund J. P. Taravella's Saturday FCAT, AP, and EOC camps	\$15,000.00

Describe the activities of the School Advisory Council for the upcoming year

The SAC will be hosting a college 411 night to bring university representatives to the parents. The SAC will be creating at least one new waiver to allow Advanced Placement teachers to use alternative assessments in place of their final exams. The SAC will also be pursuing a continuation waiver for J. P. Taravella's PSDs.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Broward School District J. P. TARAVELLA HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	49%	82%	85%	41%	257	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	49%	69%			118	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	43% (NO)	59% (YES)			102	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					477	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District J. P. TARAVELLA HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	83%	89%	40%	267	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	56%	78%			134	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	48% (NO)	69% (YES)			117	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					528	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested